
5A

Information/Action

Educator Preparation Committee

Proposed Standards and Performance Expectations for Child Welfare and Attendance Added Authorization

Executive Summary: This agenda item presents for adoption the proposed Child Welfare and Attendance Added Authorization Standards and Performance Expectations for Commission discussion and potential adoption.

Recommended Action: That the Commission adopt the Child Welfare and Attendance Added Authorization Standards and Performance Expectations.

Presenters: Frances Kellar, Roxann Purdue, and Karen Sacramento, Consultants Professional Services Division

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs

Proposed Standards and Performance Expectations for Child Welfare and Attendance Added Authorization

Introduction

This agenda item presents for adoption a proposed set of Child Welfare and Attendance (CWA) Added Authorization Standards and Performance Expectations (Appendix A) for Commission discussion and potential adoption.

Background

At its [April 2019](#) meeting, the Commission adopted revised preconditions, program standards, and performance expectations for the Pupil Personnel Services Credential (PPS) in School Counseling, School Psychology, and School Social Work, as recommended by the Pupil Personnel Services workgroup. The Commission also promulgated regulations for these standards and performance expectations. The transition to the new standards was deferred to the 2022-23 academic year due to the COVID-19 pandemic and all existing PPS School Counseling, School Psychology, School Social Work programs have successfully transitioned to, and are now operating in alignment with, the new standards.

In updating the standards in 2019, the panel recommended that the Child Welfare and Attendance content, which was a standalone authorization under the prior standards, be embedded throughout the PPS standards and performance expectations for each of the PPS specialty areas in School Psychology, School Counseling, and School Social Work. The approach was intended to expand the number of individuals who would be prepared to serve in these roles. For each specialty area the workgroup identified specific content related to Child Welfare and Attendance competency and performance and incorporated the content directly into the program standards and performance expectations. The current PPS program standards in School Psychology, School Counseling, and School Social Work allow candidates to earn their CWA as part of their PPS credential program, or at a later date, by completing 150-hours of field work experience, which is outlined in each of the PPS program standard specialty areas.

Following the Commission's approval of the PPS program standards and performance expectations, and in working with the field, Commission staff determined the need to maintain a separate set of standalone CWA standards and performance expectations. By embedding the CWA standards and performance expectations into the 2019 PPS program standards and performance expectations, it was unclear what candidates who obtained their PPS credential prior to adoption of the 2019 PPS standards and performance expectations would need to do to obtain a CWA authorization. Staff advised programs to grant equivalency, where it could, to candidates who had completed a PPS program under the prior set of PPS standards against the CWA embedded content in the new PPS standards, but there currently is no clear document indicating what that content is. Having a stand-alone set of standards would address this issue.

Additionally, on September 8, 2023, the Governor signed [SB 223](#) (Chap. 175, Stats 2024) which enacted [section 44266](#) of Education Code, creating an option for local education agencies (LEAs) to offer a CWA added authorization. Because this law did not also authorize LEAs to offer the base PPS credential programs, candidates enrolled in these LEA based programs must already hold a PPS credential. In order to be able to ensure that candidates across programs receive consistent preparation in CWA content and to provide the basis upon which the Committee on Accreditation will approve these programs, a stand-alone set of standards is necessary.

It is important to emphasize that any candidate who has earned their PPS credential under the new (existing) standards which contains the CWA content would only need to complete the supervised fieldwork component in a Commission-approved CWA program.

In framing the proposed CWA standards and performance expectations, staff created an amalgamation that drew from each PPS specialty area's focus on CWA. Once the CWA common language and skills were identified, staff drafted a version of the enhanced and unified CWA standards and performance expectations. The draft CWA standards and performance expectations were then shared with field experts from the 2019 PPS work group who provided feedback and edits for revision and refinement. The version contained in this agenda item reflects their feedback and edits.

Next Steps

The CWA added authorization standards and performance expectations are for programs that wish to offer the CWA added authorization to candidates who obtained their PPS credential prior to the 2019 adopted PPS standards and performance expectations, including local education agency based programs now eligible for these programs under SB 223, and opt to obtain a CWA added authorization.

Staff Recommendation

Staff recommends that the Commission adopt the proposed CWA added authorization program standards and performance expectations to apply to candidates who completed their PPS program under the prior set of standards.

If the Commission takes action to adopt the proposed CWA added authorization standards and performance expectations, staff will notify the field for those who intend to seek initial program approval to offer this added authorization. Because these standards represent content that already exists within PPS program standards and programs have already transitioned to the new standards, PPS programs currently authorized to offer a CWA program will not have to submit any additional documentation such as transition plans for accreditation purposes.

Appendix A

Child Welfare and Attendance Added Authorization Standards and Performance Expectations

Standard	Draft Standard Language	Draft Performance Expectations
<i>Standard 1: Child Welfare and Attendance Program Design, Rationale and Foundation</i>	The program provides candidates with knowledge, skills, and abilities based in data driven practice that include historical, legal, and philosophical understandings and are informed by current needs in Child Welfare and Attendance for evidence-based practice and decision making.	<p>CWAPE 1.1 Candidates demonstrate knowledge of empirically validated child welfare attendance practices and programs to improve school attendance and promote social and emotional well-being.</p> <p>CWAPE 1.2 Candidates understand and articulate the state laws and obligations regarding mandated reporting for children, adolescents, and dependent adults.</p> <p>CWAPE 1.3 Candidates identify the factors associated with prevention and intervention strategies to support and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student.</p> <p>CWAPE 1.4 Candidates demonstrate the ability to build on student motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport. Candidates utilize Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.</p> <p>CWAPE 1.5 Candidates understand and apply approaches that recognize the importance of building on students’ strengths and assets as a foundation for supporting all students, especially historically underserved students including LGBTQIA+, socioeconomically disadvantaged, ethnicity subgroups, English learners, foster youth, homeless youth, neurodiverse students, and students with disabilities.</p> <p>CWAPE 1.6 Candidates demonstrate the ability to provide an initial assessment of a student's mental health and strategies and support to advocate for equitable outcomes for each and every student.</p>

Standard	Draft Standard Language	Draft Performance Expectations
Standard 2: Professional and Legal Mandates for Child Welfare And Attendance	<p>The program provides candidates with the core foundational knowledge and experiences to implement best practices and strategies in legal, ethical, and professional practice as related to Child Welfare and Attendance.</p>	<p>CWAPE 2.1 Candidates have a foundational understanding of and are able to apply key provisions of the laws prescribed in California Education Code, California Code of Regulations, Welfare and Institutions Code, Penal Code, local and civil ordinances, county ordinances, district policies, and relevant federal and state laws as it relates to Child Welfare and Attendance.</p> <p>CWAPE 2.2 Candidates apply knowledge of strategies and practices related to legal, ethical, and professional practices for every student group, especially for historically underserved students including LGBTQIA+, students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth, neurodiverse students, and students with disabilities.</p> <p>CWAPE 2.3 Candidates understand the requirements of maintaining confidentiality of student records, the limits pertaining to maintaining confidentiality, and the legal, professional, and ethical responsibility connected to Child Welfare and Attendance including requirements in IDEA, Section 504 of the Rehabilitation Act of 1973, and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).</p> <p>CWAPE 2.4 Candidates understand how Child Welfare and Attendance responsibilities intersect with chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.</p> <p>CWAPE 2.5 Candidates examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the Child Welfare and Attendance Service Provider.</p>
Standard 3: Program Leadership and Management	<p>Programs provide candidates with the knowledge and opportunities to demonstrate skills applicable to leading</p>	<p>CWAPE 3.1 Candidates promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups, by applying best practices that</p>

Standard	Draft Standard Language	Draft Performance Expectations
	<p>and managing child welfare and attendance programs. Programs support candidates in acquiring the knowledge and understanding of the development of goals and management objectives, establishment of communication systems, and the identification and application of resources, case management procedures, and measuring outcomes based in equitable and inclusive practices.</p>	<p>critically examine existing programs and the equitable distribution of resources.</p> <p>CWAPE 3.2 Candidates assist education partners in developing and implementing a range of culturally responsive opportunities, services, and supportive learning environments in schools to re-engage emotionally, behaviorally, and/or academically disconnected students to promote student engagement and positive school climate.</p> <p>CWAPE 3.3 Candidates consult and collaborate with the PPS team and other education partners in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to student social and emotional well-being.</p> <p>CWAPE 3.4 Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention practices.</p> <p>CWAPE 3.5 Candidates have knowledge of varied methods of assessment and data collection for interpreting data to identify student strengths and needs, developing effective services and programs, measuring progress and outcome data. Candidates demonstrate the ability to share process and perception and apply their findings to design, implement, and evaluate response to services, programs, and interventions.</p> <p>CWAPE 3.6 Candidates have knowledge of parent/caregiver rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other accommodation and modification programs.</p> <p>CWAPE 3.7 Candidates demonstrate the ability to apply and implement retention and completion practices as they connect to post-secondary planning, including but not limited to admission to a college or university.</p>

Standard	Draft Standard Language	Draft Performance Expectations
Standard 4: Collaboration and Partnerships	<p>The program supports candidates in understanding the responsibility of maintaining confidentiality of students' records and knowledge and skill acquisition relating to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with organizations and community agencies that may include but are not limited to: education organizations; juvenile justice courts; law enforcement; healthcare providers; mental health agencies; probation and children and family services.</p>	<p>CWAPE 4.1 Candidates understand the responsibility of maintaining confidentiality of student records as well as ethical considerations regarding student relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within child welfare and attendance.</p> <p>CWAPE 4.2 Candidates display professional dispositions related to conduct, communication, demeanor, written/oral presentation with community organizations and agencies.</p> <p>CWAPE 4.3 Candidates understand the organization and structure of schools as part of district, county, and state educational systems and can promote effective coordination and implementation of all relevant services.</p> <p>CWAPE 4.4 Candidates articulate and implement the Child Welfare Services Provider responsibilities and understand the systematic and comprehensive process of effective decision-making including the ability to consult, collaborate, and communicate with others during the design, implementation, monitoring, and evaluation of services.</p> <p>CWAPE 4.5 Candidates engage in multi-disciplinary teams to develop and implement interventions, address barriers, and advocate for equitable services to support child welfare and attendance. Candidates collaborate within a Multi-tiered System of Supports (MTSS) with the PPS team and other school personnel and community support providers that address positive school climate which include crisis prevention, intervention, and postvention.</p> <p>CWAPE 4.6 Candidates assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.</p>

Standard	Draft Standard Language	Draft Performance Expectations
<i>Standard 5: Assessment and Evaluation of Barriers to Attendance</i>	<p>The program supports candidates in acquiring the knowledge, skills, and abilities to apply practices that assess, evaluate and address barriers to attendance that impact student learning for all students including but not limited to historically underserved and marginalized populations.</p>	<p>CWAPE 5.1 Candidate identify, develop, and apply prevention and intervention programs based on comprehensive student needs assessment to remedy students’ attendance challenges that include strategies to address students experiencing chronic absenteeism, tardiness, and truancy.</p> <p>CWAPE 5.2 Candidates examine and identify factors that impede or limit student attendance that include but are not limited to: issues of systematic racism and social injustice, socioeconomic status, language development, school climate, and discrimination.</p> <p>CWAPE 5.3 Candidates, in collaboration with other constituent groups, demonstrate ability to assess and collect data from pertinent sources (e.g., California School Dashboard) to evaluate services that support removing historically identified barriers to attendance.</p> <p>CWAPE 5.4 Candidates research effective practices to inform specific student attendance interventions, including the use of strategies to re-engage disconnected students to the school community.</p>
<i>Standard 6: Field Experience for Child Welfare and Attendance Added Authorization</i>	<p>Candidates complete a minimum of one hundred and fifty (150) clock hours of field experience focused on the CWA performance expectations, under the supervision of a Pupil Personnel Services (PPS) credential holder. A minimum of 90 clock hours must be logged in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community-based organizations.</p>	<p>N/A</p>

Standard	Draft Standard Language	Draft Performance Expectations
	Supervisors must meet with candidates, individually or in a small group setting, for a minimum of one (1) hour per week throughout the field experience.	
Standard 7: Determination of Candidate Competence	<p>The child welfare and attendance program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (CWAPEs), and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.</p> <p>Prior to recommending candidates for the Child Welfare and Attendance Authorization, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the Authorization. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.</p>	N/A